

WELCOME!

ELLs in Secondary Classrooms: Part One

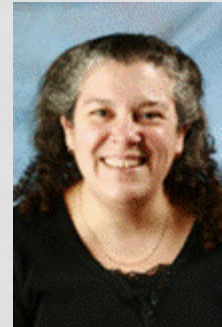
Introductions

Who we are

What we do



**BUTLER
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LANGUAGE DOMAINS AND PROFICIENCY LEVELS



BASIC SECOND LANGUAGE ACQUISITION



CAVEATS: WHAT DOES NOT HELP

Remember: accents and pronunciation are surface level features of language.

Also, repeating does not mean the other person understands you.

LANGUAGE DOMAINS

- 4 domains of language:
 - Listening, Speaking, Reading, & Writing (L, S, R, W)
 - Receptive domains: Listening & Reading
 - Productive domains: Speaking & Writing

Pair/Share:

In your opinion/experience, which domains are acquired most easily for ELLs? Why?

LANGUAGE DOMAINS ARE INTERRELATED

- Although the term “domains” implies that listening, speaking, reading, and writing are separate, the four domains overlap and are interrelated.
- Development in the four domains is not always unidirectional (Bomer, When Writing Leads).
- *What are the implications for instruction?*

Stages of Second Language Acquisition

A CONTINUUM OF LANGUAGE DEVELOPMENT

- Students' L2 development occurs along a continuum.
- There are predictable (in general) and sequential stages of language development ranging from no knowledge of the L2 to near native-like competency in the L2.
- Why is it important for teachers to be familiar with the stages of second language development?

OVERVIEW OF STAGES OF L2 ACQUISITION

- Stage I: Silent/Receptive or Pre-production
- Stage II: Early Production
- Stage III: Speech Emergence
- Stage IV: Intermediate Language Proficiency
- Stage V: Advanced Language Proficiency

STAGE I: THE SILENT/RECEPTIVE OR PREPRODUCTION STAGE

- Can last up to six months
- "Silent period" during which students may not speak, and L2 may be incomprehensible
- High levels of anxiety
- Can understand more than they can express
- Can understand new words that are made comprehensible to them
- May be inattentive

STAGE II: THE EARLY PRODUCTION STAGE

- Can last an additional six months to 1 year after the preproduction stage
- Develop close to 1,000 receptive/active words
- Students can usually speak in one- or two-word phrases, and can demonstrate comprehension of new material by giving short answers to simple yes/no, either/or, or who/what/where questions.
- Recognizes connections with L1
- Reads phonetically according to L1

STAGE III: THE SPEECH EMERGENCE STAGE

- Can last up to a year
- Students usually have developed approximately 3,000 words and can use short phrases and simple sentences to communicate.
- Students begin to use dialogue and take more risks with oral language.
- Students may produce longer sentences, but often with errors that may interfere with communicative competence.

STAGE IV: THE INTERMEDIATE LANGUAGE PROFICIENCY STAGE

- May take up to another year or two
- Developed approximately 6,000 words
- Students at this stage are beginning to make complex statements, verbalize opinion, request clarification, participate in discussions and speak at greater length.
- Can extract more meaning from text
- Use L1 as resource—translators and brokers

STAGE V: THE ADVANCED LANGUAGE PROFICIENCY STAGE

- 5-7 years to reach this stage (minimum)
- Developed content area vocabulary and can participate fully in on-grade-level activities with some occasional support.
- Students at this stage can utilize English grammar and vocabulary at a level comparable to native-English speaking peers.
- Students may make minor errors (idioms, pronunciation, etc.), but these errors do not detract from students' ability to communicate.

INSTRUCTIONAL CONSIDERATIONS FOR PREPRODUCTION

- use visual aids and gestures
- slow speech and emphasize key words
- use language role models (peers and multimedia)
- utilize Total Physical Response (TPR) techniques

INSTRUCTIONAL CONSIDERATIONS FOR ADVANCED PROFICIENCY

- Encourage metacognitive language regulation
- Develop students' ability to strategically connect to L1
- Allow opportunities for student to serve as tutor to less proficient ELLs (if student is interested)
- Help refine language (i.e., elaboration, sophisticated vocabulary, etc.)

While individual ELLs are moving through the stages (on a continuum) of second language acquisition, they are acquiring both **conversational** language and **academic** language.

CUMMINS (1981): SOCIAL LANGUAGE VS. ACADEMIC LANGUAGE

BICS: Basic Interpersonal Communication	CALP: Cognitive Academic Language Production
Ex: Chatting with friends	Ex: Explaining an algebra equation
Familiar, concrete situations	Unknown, abstract situations
At least 2-4 years to fully develop	At least 5-7 years to fully develop

DEVELOPMENT OF SOCIAL AND ACADEMIC LANGUAGE



Social Language

Academic Language

CUMMINS' FOUR QUADRANTS

COGNITIVELY UNDEMANDING

Sketching

Face-to-face
conversation

Written directions
without diagrams or
example

Telephone
conversation

**CONTEXT-
EMBEDDED**

**CONTEXT-
REDUCED**

Science
demonstration

Multiplication with
appropriate
manipulatives

Academic lecture

Reading a textbook chapter

COGNITIVELY DEMANDING

PAIR/SHARE

- Think of a content area that is “typically” taught in the bottom right quadrant (cognitively demanding, context-reduced).
- Brainstorm how that same topic could be taught within the bottom left quadrant (cognitively demanding, context-embedded).

QUICK WRITE

***WHAT FROM THIS
PORTION WAS MOST
SIGNIFICANT FOR
YOU AND WHY?***

THANK YOU!

We hope you found this session interesting, relevant, and engaging!

Contact us!

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